

# ABS 282

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1 **Puberty Education in Elementary School, Situation and Solution**

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3 Erry Utomo<sup>1</sup>, Nurfadhilah<sup>2</sup>, Azmi Albahij<sup>2</sup>, Sonya Sinyanyuri<sup>1</sup>

4 <sup>13</sup>1Program Pascasarjana Universitas Negeri Jakarta

5 Jalan Rawamangun Muka Jakarta Timur

6 <sup>2</sup>Universitas Muhammadiyah Jakarta,

7 Jalan <sup>1</sup>KH Ahmad Dahlan, Cireundeu, Tangerang Selatan, 16519

8 email: [nurfadhilah.nf@umj.ac.id](mailto:nurfadhilah.nf@umj.ac.id)

9

**ABSTRACT**

10  
11 Puberty education remain considered as difficult material to deliver at the primary school level  
12 in Indonesia. For most teachers, the Covid-19 pandemic situation made the learning process  
13 more difficult. The study aimed to describe the situation (the complexity of the problem) about  
14 puberty education in primary school. Qualitative approach conducted and case study design at  
15 SD Labschool FIP UMJ. Data was taken with online focus group discussion on Saturday,  
16 August 15th 2020. Participants consisted of 33 teachers, school principals, and teams. Some of  
17 the problems revealed were the delivery of primary signs of puberty to lower grades, social  
18 ethics in Islam, puberty situations and educational strategies for children with special needs.  
19 The activity took place quite interactively and each party gave each other a point of view  
20 according to their experiences and understandings. Follow-up can be done by discussing and  
21 developing special materials such as puberty in children with special needs and synergy of  
22 education and parenting by parents.

23 **Keywords:** puberty, elementary school, education

24

**Introduction**

25  
26 Indonesia has launched a vision for the Golden Generation 2045, which is that at the age of 100  
27 years of independence it is expected to reach its heyday. Achieving this vision certainly requires  
28 quality human resources. The main prerequisite for the high quality of human resources is the  
29 achievement of optimal education and health, and the tipping point occurs at puberty  
30 (Nurfadhilah, 2019).

31

32 Puberty is undeniably a stage that shows changes both physically, emotionally and socially.  
33 These changes are often not understood and can not be controlled by students and teachers.  
34 Physical changes in the growth process can be observed with careful attention, but emotional  
35 situations are much more difficult to understand even for learners who are going through them

36 (Burnett et al., 2011).

37 Puberty education is also sometimes interpreted differently between students and teachers

38 (Utomo, Nurfadhilah, Hidayat, et al., 2019).

39 The situation of puberty education in Indonesia is quite complex with many problems that

40 require comprehensive and immediate solutions. The purpose of this study is to obtain an

41 overview of the situation related to puberty education at the primary school level. The activity

42 is expected to provide benefits in the form of understanding and finding as good practice to be

43 anticipated and widely applied in other schools in Indonesia.

44

#### 45 **Materials and Methods**

46 This study used a qualitative approach, with a case study design at SD Labschool FIP UMJ.

47 The data was collected by means of online focused group discussions. The number of

48 participants was 33 people consisting of 28 classroom and subject teachers, school principals,

49 and reseach teams. The research was held in August 2020 through a zoom cloud meeting.

50

#### 51 **Result and Discussion**

52 Topics discussed included the delivery of primary signs of puberty to lower classes, social

53 ethics in Islam, puberty situations and educational strategies for children with special needs.

54 Each of these topics will be discussed specifically and in more depth in this article.

55

#### 56 **Delivering the primary signs of puberty to lower grade students**

57 One of the concepts in Social Learning / Cognitive Theory is observational learning, which

58 means learning new behaviors due to interpersonal exposure (other people's behavior), for

59 example a student observes teacher behavior (Karen Glanz, Barbara K. Rimer, 2017). One of

60 the discussion participants who taught in Class I experienced an unexpected incident when a

61 student asked why the teacher did not pray together. This incident is very likely experienced by

62 other teachers who teach in lower classes. Some teachers tend to answer that in time all normal  
63 women will experience the prayer holiday (as a substitute for menstruation). Menstruation and  
64 wet dreams are understood as primary signs of puberty which are recognized by most high-  
65 grade students, but not many low-grade students have yet to understand.

66 Educators (teachers) on the other hand believe that each student already has a certain level of  
67 knowledge about sexuality and puberty. When teachers have to deliver material related to  
68 puberty, they experience confusion because they have to fight against private nature (Mora,  
69 2020). Generally, teachers assume that naturally the understanding of puberty will be known  
70 and mastered by students in due time. This understanding is not wrong, but in the current  
71 situation with advances in information and communication technology, it is feared that students  
72 will get misleading information first than they should know. Various studies have shown that  
73 comprehensive sexuality and health education interventions, of course, including the theme of  
74 puberty, greatly influence healthy and responsible knowledge and behavior (Denny & Young,  
75 2006; Kansime et al., 2020; Nurfadhilah, 2019; Nurfadhilah et al., 2020; Pinandari et al., 2015;  
76 Smith et al., 2017; Utomo, Nurfadhilah, Purwanto, et al., 2019).

77 Questions raised by low-grade students regarding menstruation and wet dreams are basically a  
78 very good opportunity for teachers to convey basic information related to puberty. Of course,  
79 self-confidence, understanding of the characteristics of students, mastery of the material, and  
80 effective communication skills are needed. Certain students were perceived by teachers to be  
81 quite satisfied with the information that later they would feel and experience menstruation, but  
82 for other students this explanation was not sufficient to satisfy their curiosity. Further  
83 explanations that can be given include the differences between men and women and  
84 strengthening self-concepts. The understanding of the students' self and body has begun to be  
85 emphasized in the lower classes and the teacher should complete the material. Failure of  
86 students to understand their self-concept will result in low ability to recognize the environment

87 and mistakes in interpreting the situation experienced so that the potential for risky behavior.  
88 Research shows that children aged 4 years have started to learn about feelings of liking, at age  
89 8 they have to learn self-image and gender stereotypes, then at age 11 years they learn sexual  
90 orientation (Mora, 2020). The main principles taught include individual differences,  
91 assertiveness, and mutual respect.

92

### 93 The Application of Social Ethics in Islam

94 Class VI Islamic Religion subjects contain topics related to mahram (people who are forbidden  
95 /haram to marry because of blood ties). This is important to teach and be in line with the concept  
96 of health that avoids incest (sexual relations between partners who are related by blood). The  
97 teachers observed that there were Grade III students who had experienced aqil baligh, both  
98 menarche (first menstruation) and wet dreams, so they felt that the topic of mahram was taught  
99 or delivered earlier.

100 Islamic value prohibit touching people who are not mahrams who have the potential to generate  
101 sexual desires and prohibit acts of approaching adultery. This concept is in line with the  
102 principle of abstinence (fasting sex), namely avoiding various forms of activity that provoke a  
103 desire for satisfaction and reproductive recreation functions (Nurfadhilah et al., 2020;  
104 Nurfadhilah & Ariasih, 2019). Starting from simple behavior, for example the habit / culture of  
105 kissing the teacher's hand when meeting which is very common in elementary schools. The  
106 teacher feels that students who have reached maturity begin to limit themselves from kissing  
107 the hands of their teachers of the opposite sex.

108 The Covid-19 pandemic situation is once again a very good opportunity for teachers to take  
109 advantage of changing student behavior. Currently, one of the prevention of Covid-19  
110 transmission that is always campaigned is to maintain distance and avoid direct touch when  
111 doing activities in public places or outside the home. The method and habit of kissing the hands

112 of course must be changed with other gestures as a symbol of greeting, for example cupping  
113 the palms of the hands in front of the chest. So, how to give greetings can be used as a concrete  
114 example of respecting people who are not mahram as well as practicing avoidance of touching.

115

### 116 **Puberty Situation and Educational Strategies for Children with Special Needs**

117 Inclusive schools do not limit the admission of students, ABK have the same right to get  
118 education. For children with special needs, a shadow teacher is provided who will assist in  
119 certain academic and non-academic processes during the learning process at school. The ABK  
120 itself has distinctive characteristics and is associated with puberty, some of them experience it  
121 at an earlier time than other students (puberty prematurity). Educators are recommended to  
122 provide an introduction to changes in the growth and development process (specific signs of  
123 puberty) before the process itself begins (Couwenhoven, 2001).

124 Children with cognitive problems often ignore learning material that is considered irrelevant or  
125 does not concern them. Teachers and assistants need to repeat and emphasize information that  
126 is considered important for students with disabilities to know. Puberty education should focus  
127 on bodily change, hygiene and care, understanding feelings and sexuality, rules of behavior in  
128 public and private places, privacy of oneself and others, body ownership, and boundaries for  
129 oneself and others (Couwenhoven, 2001). One of the cases that has occurred is for example the  
130 teacher at one time just realized that students touch their own genitals during the exam time in  
131 class. Certain students need special education or personal counseling to be able to be taught  
132 healthy concepts and behaviors and according to adopted norms.

133 In connection with the Islamic concept, some parties hope that the shadow teachers assigned to  
134 the same sex as possible are of the same gender as students so that the education and  
135 communication process can be carried out more persuasively. However, there are situations  
136 where this is not possible. Puberty education can also be combined with a problem solving

137 approach. For example, a special brainstorming session for male students about what happens  
138 during wet dreams and how to control mental situations and physical activities to channel them  
139 naturally (fitriah). The same thing can be done to female students, for example, regarding the  
140 management of menstruation / menstruation and pre-menstrual symptoms.

141

#### 142 **Conclusion**

143 Participants responded very positively both during the discussion and mentoring activities.  
144 Some of the themes discussed are quite insightful and motivating to play a role in puberty  
145 education as well as dig deeper information and establish good cooperation with various parties.  
146 Various good practices in puberty education that are culturally sensitive and based on religious  
147 norms can be applied. The delivery of information related to puberty should not be limited, for  
148 example, only to the high class, but can also be conveyed to students in the lower classes by  
149 taking advantage of moments and adjusting content and effective communication styles.  
150 Several things that can be done as a follow-up to activities are increasing the knowledge and  
151 skills of teachers both in puberty education for all students and specifically for students with  
152 special needs.

153

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157

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